DOCUMENT RESUME

ED 245 044 UD 023 633

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TITLE Project BABS: Bilingual Academic and Business Skills. O.E.E. Evaluation Report, 1982-1983.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE Feb 84
GRANT G00-810-4752
NOTE 56p.; Published by the O.E.E. Bilingual Education Evaluation Unit; For a related document, see ED 234 122.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Achievement Gains; *Bilingual Education Programs; *Business Skills; Career Counseling; Chinese Americans; English (Second Language); Greek Americans; High Schools; *Internship Programs; *Limited English Speaking; Native Language Instruction; Program Effectiveness; School Business Relationship; Spanish Speaking; Urban Schools; Vietnamese People
IDENTIFIERS New York (New York); *Project BABS NY; Russian Americans

ABSTRACT

Project BABS, in the second of a three year funding cycle, provided career counseling and job internships with business enterprises, in addition to a computerized reading program, to approximately 600 limited English proficient (LEP) students. The students--of Chinese/Vietnamese, Greek, Russian, and Hispanic descent--attended four New York City high schools. The major instructional objectives of the program were to provide participating students with instruction leading to the development of basic skills in both English and the native language; to develop students' business and secretarial skills; and to allow students to apply those skills in after-school or summer job internships with local businesses. Title VII funds supported all program staff positions. Due to efforts of the job developer and the curriculum specialists, 12 program students were able to serve as interns with various businesses and agencies during summer 1983. In addition, these staff members met with school personnel and students and gave class presentations dealing with career orientation. Curriculum development efforts also were carried out. Parental involvement, on the other hand, did not reach expected levels. Analysis of student achievement indicated variable levels of attainment of program goals. Data were not available, however, for all students at every high school. Finally, a number of problems were noted in the areas of staffing, use of the computer, program coordination, student scheduling, and inservice teacher training. (GC)

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PROJECT BABS: BILINGUAL
ACADEMIC AND BUSINESS SKILLS
1982-1983

OEE Evaluation Report

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UD023633

O.E.E. Evaluation Report

February, 1984

Grant Number: G00-810-4752

PROJECT BABS: BILINGUAL
ACADEMIC AND BUSINESS SKILLS
1982-1983

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A SUMMARY OF THE EVALUATION

FOR PROJECT BABS

(BILINGUAL ACADEMIC AND BUSINESS SKILLS)

1982-1983

This program, in its second year of a three-year funding cycle, provided career counseling and job internships with business enterprises, in addition to a computerized reading program, to approximately 600 limited English proficient (LEP) students of Chinese/Vietnamese, Greek, Russian, and Hispanic descent at four high schools in three New York City boroughs. Ninety-seven percent of the students were foreign-born, 35 percent in the People's Republic of China. Overall, 57 percent of the students were overage for their grade. The students varied in English language proficiency, ability in the native language, and overall academic preparedness.

The major instructional objectives of the program were: to provide participating students with instruction leading to the development of basic skills in both English and the native language; to develop students' business and secretarial skills; and to allow students to apply those business skills in after-school or summer job internships with local businesses. Those schools selected for inclusion in Project BABS contained overrepresentations of LEP students in need of special services and who had never been served -- or had been underserved -- under Title VII. During the first year of funding, program activities focused on planning; the program was partially implemented. Full program implementation occurred during academic year 1982-83. The structure of the program was such that the job developer or curriculum specialist made weekly site visits to offer counseling, introduce speakers, and conduct lessons on career orientation. The program was coordinated with each school's E.S.L. classes and, where available, with career classes.

Title VII funds supported all program staff positions: the program director; a job developer; two curriculum specialists; and a program secretary. Twelve businesses and agencies were contacted about student internships during the 1982-83 year and, as a result of the efforts of the curriculum specialist and job developer in this direction, twelve students participated as interns during the summer of 1983. In addition, the job developer and curriculum specialist were assigned two schools each and met with school personnel and students and gave class presentations dealing with career orientation.

Development activities for staff members included attendance at workshops, conferences, and university courses in the areas of career counseling, exploration, and development. Curriculum materials were developed in the area of career orientation for each of the four participating schools.

Additionally, a handbook was developed and translated into Spanish, Russian, and Greek; a glossary of business terms was developed in Vietnamese; and an E.S.L. business curriculum was developed in English. Parental involvement did not reach expected levels; however, the project staff hopes to increase parental involvement during the 1983-84 school year.

Students were assessed in English language development (Criterion Referenced English Syntax Test and teacher-made examinations). Quantitative analysis of student achievement indicates that:

--At Julia Richman High School, program students mastered 1.52 CREST objectives per month in the fall, thus meeting the proposed criterion level. Spring performance came close to but did not reach the criterion, with a mastery rate of 0.94 objectives per month.

--At Lower East Side Prep, program students met the program objectives with CREST mastery rates of 1.59 and 1.17 objectives per month in the fall and spring semesters, respectively.

--Program students at Franklin D. Roosevelt who were tested on CREST Level III mastered 0.59 objectives per month in the fall and 0.33 objectives in the spring. However, a test-imposed "ceiling effect" limited the possible manifest gains at this site.

--The small number of program students at Long Island City High School tested with CREST Level I, mastered 1.59 objectives per month in the fall and 1.01 objectives per month in the spring.

--Students at Long Island City High School enrolled in E.S.L. courses achieved overall passing rates which ranged from 84 to 98 percent passing in the fall and from 78 to 100 percent passing in the spring.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Staffing the program as funded, in a timely manner;

--Continuing site visits on a weekly basis in an effort to maximize the benefits for all participating students;

--Developing a plan for effective use of the computer;

--Implementing the parental involvement component as proposed and seeking creative means for contacting parents and providing them with information;

--Holding periodic articulation meetings to increase communication and coordination of the program between and within sites;

--Adjusting students' schedules to facilitate their participation in the internship program;

--Devoting time to the training of teachers at participating schools to ensure that students continue to receive proper guidance and counseling services when the program has ended.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT BABS: BILINGUAL ACADEMIC AND BUSINESS SKILLS

Locations:	Julia Richman High School 317 East 67th Street New York, New York	Franklin D. Roosevelt High School 5800 20th Street Brooklyn, New York
	Lower East Side Prep 169 William Street New York, New York	Long Island City High School 28-01 41st Avenue Queens, New York
Year of Operation:		1982-1983, Second year of a three-year cycle
Target Languages:		Spanish, Chinese/Vietnamese, Greek, Russian
Number of Participants:		1,100 students proposed/ approximately 600 served
Project Director:		Florence Pu-Folkes 131 Livingston Street, Rm 511 Brooklyn, N.Y. 11201

I. PROGRAM DESCRIPTION

OVERVIEW

Project BABS is a Title VII-funded comprehensive project designed to develop the business and basic skills of limited English proficient (LEP) students of Chinese/Vietnamese, Greek, Russian, and Hispanic descent. Major proposed program activities include: career counseling, job internships with business enterprises, curriculum development, a computerized reading program, and parental involvement activities. Activities are carried out by centrally located staff members who visit the participating schools on a regular basis, and who coordinate activities with regular staff members in the cooperating schools, as well as with businesses and

other divisions of the New York City Public Schools which are concerned with vocational and career education. The project initially served six high schools. However, due to the closing of one (Benjamin Franklin High School) and a change in the student population at another (John Dewey High School), the project now serves four high schools.

PROGRAM OBJECTIVES

A change in the scope of the program from that originally planned resulted in the amendment of some of the program objectives. In 1982-83, Project BABS proposed to address the following needs of LEP students and of bilingual personnel:

A. Instructional

1. Development of basic skills in English and in the native language; acquisition of secretarial and business skills of the participating students.

2. Application of business skills learned by the participation of students in an after-school or summer job internship program.

B. Curriculum

1. Development of curriculum in business skills education emphasizing the development of English language skills.

2. Development of curriculum on career exploration opportunities which would orient the students to the career world in the American society.

3. Development of bilingual curriculum in substantive courses which would improve English language skills.

C. Affective Domain

1. Advisement of LEP students with the aim of assisting them in adapting themselves to the new environment.

2. Advisement of students with the aim of helping them resolve their emotional and academic difficulties.

3. Advisement of students in their college and career choices, on the availability of scholarships and financial aid, and in locating and utilizing the resources of various social agencies.

D. Personnel

1. Strengthening of personnel's awareness of the emerging trends in bilingual education, its philosophy and methodology.

2. Familiarization of staff with the program's objectives, its scope, and the articulation of services with the participating schools.

3. Strengthening of personnel's competency in counseling, testing, and career guidance activities.

RATIONALE FOR SITE SELECTION

Site selection for Project BABS centered on high schools whose target populations contain overrepresentations of LEP students, who have been historically underserved or who have never been served under Title VII, and are in need of special educational services.

Julia Richman High School is located in mid-Manhattan. It attracts linguistic minority students largely from Spanish Harlem. It has developed bilingual education programs for Hispanic students with prior assistance from Title VII, but has a number of students not previously served under the Act. Some of these are new immigrants, new entrants, and transfers. Others were not served by Title VII because of staffing limitations. All did not receive services which addressed their needs for developing career awareness or vocational skills.

At Lower East Side Prep (L.E.S.P.), there has been a steady increase in the number of LEP students of Chinese and Chinese/Vietnamese descent. A large influx of Chinese-speaking Vietnamese students who are low-income and of limited English proficiency continue to enter the school system.

They are greatly in need of special assistance as they tend to have suffered considerable interruptions in their educational experiences and are often considerably overage for their grade as a result. L.E.S.P. has developed a bilingual program for Chinese-speaking students under a previous funding cycle, but services for students in the areas of career and vocational education were limited. Vocational education is a priority for these students, because of the special population served by L.E.S.P. The school is a unique and alternative high school many of whose students are overaged (more than two years older than the average high school-aged students), mostly drop-outs, and are not able to function in a regular academic high school. This school, located near the Chinatown area, continues to serve students with a bilingual program, but there continues to be a waiting list of eligible students who desire to attend the school and the bilingual program; of the 350 eligible LEP students in the school, only 250 of the most in need could be offered bilingual services.

At Long Island City High School, there are about 80 Greek-speaking LEP students who participate in the umbrella project. The school also serves students of Italian, Korean, Vietnamese, Chinese, and Serbo-Croatian backgrounds. The school has not been previously served by Title VII funds, but it has already provided LEP Greek students with a basic skills development program and native language and cultural awareness classes. However, additional assistance is required to provide students with career guidance, English language skills development, and curriculum development.

Franklin Delano Roosevelt High School, located in Brooklyn, serves LEP students of Hispanic, Russian, and Chinese/Vietnamese backgrounds. The school is committed to educating LEP students and has already established basic skills courses, even with limited resources. Bilingual classes for Hispanic students were established under a previous funding cycle. The target population consists of LEP students who have not been previously served by Title VII assistance in the school.

This high school is equipped with facilities in business skills development. Nevertheless, additional assistance was required to hire resource teachers to develop appropriate curricula for LEP students, and bilingual career advisors who speak the language of the students and who understand their culture. Table 1 presents selected characteristics of the participating sites in tabular form.

STUDENT CHARACTERISTICS

Ninety-seven percent of the students in the four Project BABS schools were foreign-born. Table 2 reveals that of the students reported, 228 were born in Spanish-speaking countries, primarily Puerto Rico, Ecuador, and Colombia. Two hundred fifty students were born in Asian countries, principally the People's Republic of China. About 50 students came from the Soviet Union, Greece, and other European nations and two program students were born in the Middle East. Only 16 students were born in the United States. Project students represented over ten native languages including Spanish, French, Haitian Creole, Greek, Italian, Portuguese, Russian, Chinese, Vietnamese, and Korean.

TABLE 1

Selected Characteristics of Participating Sites[a]

School	Total Register	Percent Male	Percent Hispanic	Percent Black	Percent White	Percent Asian	Percent American Indian
Julia Richman	3,522	40.0	38.9	55.7	4.2	1.2	0.1
Lower East Side Prep	504	54.0	12.7	20.0	2.8	64.5	--
Long Island City	2,603	50.1	22.2	15.4	54.0	8.3	0.1
Franklin D. Roosevelt	3,274	48.6	21.2	15.5	55.5	7.7	0.2

[a]Source. Pupil Ethnic Composition Report, October, 1982, Office of Student Information Services, Board of Education of the City of New York.

TABLE 2

Number and Percent of Program Students

by Country of Birth

Country of Birth	Number	Percent
Philippines	3	1
Korea	2	less than 1
Vietnam	20	4
India	2	less than 1
People's Republic of China	190	35
Taiwan	10	2
Hong Kong	19	4
Other "Asia"	3	1
Africa	1	0
Total	250	47
Puerto Rico	49	9
Dominican Republic	12	2
Haiti	4	1
Cuba	6	1
Other "Caribbean"	2	less than 1
Mexico	3	1
Honduras	3	1
Guatemala	3	1
Costa Rica	1	less than 1
El Salvador	11	2
Panama	6	1
Colombia	35	7
Ecuador	46	9
Peru	16	3
Chile	7	1
Bolivia	3	1
Paraguay	1	less than 1
Argentina	2	less than 1
Portugal	2	less than 1
U.S.	16	3
Total	228	43

TABLE 2 (continued)

Country of Birth	Number	Percent
Italy	2	less than 1
Czechoslovakia	2	less than 1
Hungary	1	less than 1
Yugoslavia	1	less than 1
Greece	21	4
U.S.S.R.	27	5
Other "European"	1	less than 1
Total	55	10
Israel	1	less than 1
Other "Middle Eastern"	1	less than 1
TOTAL	535	100

- Of the program students reported, 47 percent were born in Asian nations; of this group over 76 percent came from the People's Republic of China.
- Forty percent of the students were born in the Caribbean, Central or South America. Sixteen Spanish-speaking students were born in the United States.
- Fifty-five students (10 percent) were born in Europe or the Soviet Union.

Sex

Male and female students were evenly distributed in the program. As seen in Table 3, 51 percent of the program students are male, and the remaining 49 percent are female. Long Island City and Franklin D. Roosevelt High Schools were the only sites at which female program students outnumbered the males. Most program students were in grade 10, while twelfth graders formed the smallest group served.

Age and Grade

Table 4 presents the number of program students by age and grade and a breakdown of overage students by site. Overall, 57 percent of the program students are overage for their grade and most of these overage students are in the ninth grade. The percentage of overage students differs, sometimes substantially, from school to school. At Long Island City, 24 percent of the students are overage. In comparison, 99 percent of the students at Lower East Side Prep are overage.

The various percentages of overage students may be attributable to the differing histories of education and immigration of the diverse ethnic and linguistic groups served by the program. Table 5 presents the time spent by these students in the bilingual program.

TABLE 3

Number and Percent of Students by Sex and Grade in Project BABS Schools

Grade	Julia Richman M	Julia Richman F	L.E.S.P. M	L.E.S.P. F	Long Island City M	Long Island City F	F.D.R. M	F.D.R. F	Total M	Total F	Total	Percent of Total
9	14	5	72	57	0	0	7	6	93	68	161	27
10	27	21	19	25	45	15	15	17	106	108	214	35
11	9	14	11	13	34	42	9	10	63	79	142	23
12	2	0	15	8	19	20	9	17	45	45	90	15
Total Number	52	40	117	103	98	107	40	50	307	300	607	100
Percent by Sex	57	43	53	47	48	52	44	56	51	49		

*Data for over 600 students were reported in this area: 92 at Julia Richman; 220 at L.E.S.P.; 205 at Long Island City; and 90 at Franklin D. Roosevelt.

*Overall, the program students were almost equally divided by sex.

*Thirty-five percent of the students were in grade 10.

TABLE 4

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	6	2			8
15	13	36			49
16	8	62	31	2	103
17	12	43	59	23	137
18	17	22	20	26	85
19	27	13	11	10	61
20	44	15	12	6	77
21	21	10	4	8	43
22	7	2	5	11	25
23	5	1		2	8
24	1				1
25		1			1
TOTAL	161	207	142	88	598

Note. Shaded boxes indicate expected age range for grade.

Overage Students					
Number	142	107	52	37	338
Percent	88.2	51.7	36.6	42.0	56.5

Julia Richman High School

Number	9	25	7	1	42
Percent	50.0	56.8	68.2	50.0	48.8

Lower East Side Prep

Number	129	43	24	23	219
Percent	99.2	100.0	100.0	100.0	99.5

Franklin D. Roosevelt High School

Number	4	11	4	8	27
Percent	30.1	36.7	21.0	33.3	31.4

Long Island City High School

Number		28	17	5	50
Percent		31.1	22.1	12.8	24.3

- Overall, 57 percent of the program students are overage for their grade.
- Eighty-eight percent of the ninth graders are overage.
- The percentage of overage students varies by site and ranges from 24 percent at Long Island City to 99 percent at L.E.S.P.

TABLE 5

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	12	5	1	2	20
1 Academic Year	142	155	67	27	391
2 Academic Years	2	42	38	13	95
3 Academic Years[b]	0	3	23	30	56
4 Academic Years[b]	0	0	0	12	12
5 Academic Years[b]	0	0	0	1	1
TOTAL	156	205	129	85	575

[a]Rounded to the nearest year.

[b]Reflects previous participation in other bilingual programs at individual sites.

- Seventy-one percent of the students reported had been in the program for one year or less.
- Sixteen percent of the students had participated in the program for two years.

II. PROGRAM IMPLEMENTATION

Since program activities in 1981-82 centered on program planning -- identifying and hiring staff, coordinating activities with other offices and agencies concerned with vocational and career education programs, and beginning the delivery of services to participating schools -- full program implementation took place during the 1982-83 year.

The program is structured so that the job developer or curriculum specialist goes once a week to each site to offer counseling, introduce speakers, and conduct lessons regarding career orientation. Teachers are also hired to develop materials on an hourly (per session) basis. The program is coordinated with and through existing E.S.L. and career classes, where available. According to Project BABS staff, each school is very cooperative and interviews with the assistant principals at each school confirmed their support and appreciation of the program.

STAFFING

The staff positions funded by Title VII include the project director, a job developer, two curriculum specialists, and a secretary. Staff responsibilities are presented below.

Project director - The project director is responsible for the administration of the program, for hiring staff, budget management, coordination with school principals and assistant principals, supervision and training of field staff (the job developer and curriculum specialist), curriculum development, and parental involvement activities. The project director assumed the position in the fall of 1981.

Job developer - The responsibilities of this position include establishing and sustaining contacts between the project, business agencies, and participating schools. This person develops and plans workshops for students and teachers, to be conducted by business representatives and community resource persons. It is the responsibility of the job developer to organize job internships for students, contacting and coordinating with businesses and school counselors. Other resporsibilities include preparing updates on business and labor developments, and compiling data on students and participating agencies for evaluation purposes. (In fact, she also performed the functions of a curriculum specialist, visiting schools, giving presentations, and counseling students.)

Curriculum specialist - This individual has the responsibility of developing and disseminating materials to students, making presentations to classes, and offering career counseling to students on a small group or individual basis. Activities are coordinated with the assistant principal (for foreign languages or cooperative education, as the case may be) at the participating sites. The schools are visited by the curriculum specialist and job developer on a weekly basis.

Although two curriculum specialists were funded by the project, one was reassigned by the Division of Personnel of the New York City Public Schools to serve in a different unit. This has placed a heavy burden on the rest of the staff because of the scope of the program. The job developer and the curriculum specialist have had to divide the four participating schools between them. They each hold classes a minimum of

once a week and at some schools twice a week depending upon the student population served. The assistant principals at each school indicated that the program could be even more effective if these two individuals could be available at the schools three times a week. Since these two staff members now have the additional responsibilities of contacting businesses to set up internships for the program students, taking the students individually for initial interviews at each prospective business site, as well as scheduling related conferences and workshops, this is currently impossible.

Secretary - The secretary performs the normal office functions, including typing, receiving and transmitting information, and record keeping. She also assumes routine administrative responsibilities delegated by the project director.

The backgrounds and qualifications of program staff members are summarized in Appendix A.

JOB DEVELOPMENT

During the 1982-83 year, the following business/agencies were contacted about internships: American Management Association, Port Authority of New York/New Jersey, New York Hospital, New York Infirmary-Beekman Hospital, Northeast Center for Science and Engineering, Brooklyn Union Gas Company, State Education Department, Bureau of Bilingual Education, G.A.L. Marketing Corporation, Elmhurst Hospital, Chinatown Manpower, and Maimonides Hospital.

The job developer and curriculum specialist have been successful in setting up internship programs for the students. This year they planned

a special conference "Networking Between Schools and Corporations" which served three purposes. First, special recognition was given to program students who had been especially successful in their career orientation and after-school intern projects. Cooperating businesses and agencies were also recognized and special awards were given to those individuals who had been most supportive in providing incentives and guidance to program students. Second, other businesses and agencies in the New York area were invited to speak at the seminar. It was hoped that the success of the internship program at other companies would encourage their own participation. Third, 13 teachers were invited to the seminar. For many, this was the first time they had been in a corporate setting (the seminar was held at Port Authority), and after the seminar they expressed a new interest in the program realizing the potential it offered the students, as well as understanding a little more about the corporate world. As a result of the efforts of the curriculum specialist and the job developer, there are 12 students participating as interns for the 1983 summer months.

ACTIVITIES IN SCHOOLS

The job developer and curriculum specialist were assigned two schools each. In each site visited, the Project BABS representative met with the responsible assistant principal or other staff person, and gave class presentations. In addition to these presentations, each met with students in small groups, as well as individually.

Presentations were made in a variety of classroom contexts, depending on course offerings and student schedules. For example, presentations were made in all E.S.L. classes at Lower East Side Prep and in advanced E.S.L. classes at Franklin Delano Roosevelt. At Julia Richman, E.S.L. and native language classes were visited, while students at Long Island City were seen in both native language classes and during homeroom period.

Topics and activities developed for the 1982-83 school year were carefully pre-planned to provide the student a comprehensive career orientation. Since curriculum development and implementation was a major goal for the 1982-83 year, it will be fully discussed. From November through January, presentations at each of the schools covered three main areas. The first (preceded by a program orientation session) was an initial self assessment which was provided over a period of three lessons. The first lesson included self concept and personality characteristics and personal style. The second lesson concentrated on values clarification and the third lesson covered motivational patterns, occupational interests, and personal preference.

The second area of concentration was "Where have I been?" This topic was covered over another three-lesson plan, including lessons four, five, and six. The fourth lesson discussed personal and educational background, work history, and experience. The fifth lesson covered key accomplishments, successes, and peak experiences. The sixth lesson discussed significant life decisions and satisfying and dissatisfying experiences.

The third area of concentration was "Where am I now and what can I do?" This was covered over a four-lesson plan, including lessons seven through ten. The seventh lesson covered an analysis of current status in school and/or job and behavioral demands. The eighth lesson discussed the importance of various educational and/or job elements and student likes and dislikes. The ninth lesson discussed personal valued skills and abilities and special knowledge and capabilities. The tenth lesson included a discussion of personal qualities and developmental needs.

From February through June class presentations covered four main areas. The first area of concentration was "Where do I want to be?" This included discussions of occupational daydreams and ideal job descriptions, desired future accomplishments, preferred working environment, ideal life style, and personal goals.

The second area concentrated on "What is out there?" Included in this were career explorations, career clusters, filmstrips, questionnaires, discussion, field trips, etc.

The third area concentrated on "What is the next step?" This included identifying long-range alternatives, specifying short-range alternatives, establishing career steps, setting priorities, and contingency planning (i.e., what do I do if...?).

The fourth area concentrated on "How do I get there?" This included preparation of resumes and cover letters, filling out job application forms, job interview techniques, closing interviews, thank you letters, self evaluation, and self reassessment (qualifications, future goals, and strategies).

Each of these presentations at all of the school sites were conducted in English. An evaluator observed class presentations at each of the schools. The presentations observed concentrated on resume preparation and job applications. Overall, the students were attentive and interested. Since many of the bilingual students' work experience had been limited to family businesses, it was difficult for them to grasp the idea behind a resume or competition for employment. However, many were quite excited about the opportunities offered in the United States and were determined to understand the necessary procedures. The presentations were extremely useful for these purposes. The assistant principals at each of the schools were very supportive of the program. They stated that there was a great need to provide these students with career skills. The only complaint, which was reiterated at each site, was that the students needed more time than the present staff could provide. They said that students would come to them with questions which arose between visits which no one at the school could answer. By the time the BABS representative returned, the question had been forgotten.

Computerized Reading Program

A commercially-developed computerized reading program (Holt Rinehart Basic Reading) has been purchased and was to be offered on a pilot basis to schools desiring it. Anticipated as a supplement to existing reading programs, the project director planned to disseminate materials to participating schools, and have students use the computer centrally. To date, the program has not been successfully implemented, but it is hoped it will be more successful during the 1983-84 school year.

OTHER PROGRAM COMPONENTS

The program proposed to implement staff development activities, as well as activities to encourage parental involvement in addition to the earlier discussed curriculum which was developed for this year.

Staff Development

Because the central staff members had backgrounds outside career and vocational education, workshops were organized to strengthen their preparation in the field. Staff members were trained in career counseling and the use and interpretation of the self-assessment materials. The Office of Career Education (O.C.E.) at the New York City Public Schools offered workshops which focused on career exploration, and career and vocational counseling. Staff members also attended career education conferences at the Bilingual Education Service Center at Hunter College, and worked with Metroguide, a job orientation system for students. Specifically, the job developer studied career development at the New School for Social Research and the curriculum specialist attended courses in international business at New York University. The project also held technical assistance sessions and workshops for non-program staff members working with BABS students in the participating schools. (See Appendix B for a summary of staff development activities.)

Curriculum Development

As discussed earlier, a career orientation curriculum was developed and used at each of the four participating schools. Additionally, a

handbook was developed and translated into four languages (Spanish, Russian, Greek, and English) and is awaiting printing. A glossary of business terms was developed in Vietnamese and an E.S.L. business curriculum was developed in English. Each of these needs to be edited.

Parental Involvement

This part of the program has not been as fully implemented as hoped. Project BABS representatives made presentations and disseminated information about the program at city-wide parent conferences (April) but parent participation has not reached the expected level. The project staff attributes this, in part, to the family-owned businesses of many of the students. It seems that the parents just do not have the time to get involved. The project staff does hope, however, to increase parent involvement this next year. Since the parents must approve and authorize their children's participation in internships, it is hoped that parent involvement will consequently increase (see Table 6).

SCHOOL AND STAFF RESPONSES

Both school and project personnel interviewed expressed enthusiasm about the project and felt that it was addressing pressing student needs.

Project staff members felt that the greatest need LEP students seemed to have was for bilingual counseling, exemplified by the fact that students sought them out to talk. Students exhibited an eagerness to learn, and requested services more often. Many have had little college or career orientation, and did not know how to apply for college

TABLE 6

Parental Involvement Activities in Schools

Strategy	Description(s), Goals, or Titles	Number of Parents and Others Attending	Speaker or Presenter	Frequency or Number of Sessions
Advisory Council Meetings	Citywide Bilingual Parents Advisory Committee to inform of the various bilingual programs	8	Project Parents Staff Project Directors and Center Dirs. of U.B.E.	once a year
Workshops	Parent's Rights to the Child's School Records (Greek Parents' Conference)	18	Project Staff	once a year
	Bilingual Students' Work Prospects (Chinese Parents' Conference)	12	Project Staff	once a year

or a job. Many, the staff members observed, did not know what was involved in a career choice: they had high, unrealistic hopes, and profited from being able to clarify their desires and needs. In these ways, the program seemed to be offering positive experiences for students.

By the end of the school year 71 students had left the program -- fifty-nine percent of these were twelfth graders who graduated. Table 7 presents a breakdown of the number of students who left the program by grade and their reasons for leaving.

Participating assistant principals and others at the schools expressed satisfaction at those services offered by the program. As mentioned earlier, the major concern expressed was the need for more time from project staff. A recommendation made by an assistant principal at one of the schools suggested a permanent workbook be developed for the students rather than just xeroxed handouts. She felt that this would make the students feel that the program was a more permanent part of their curriculum and they would consequently take the coursework more seriously and therefore get more out of it.

TABLE 7

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Total
Discharged or transferred to alternative program	0	1	0	0	1
Transferred to another school	0	2	2	0	4
Graduated	0	0	1	41	42
Returned to native country	0	1	3	0	4
Discharged (Reason Unknown)	2	5	5	4	16
Other	0	1	3	0	4
TOTAL	2	10	14	45	71

III. FINDINGS

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives.

ACHIEVEMENT IN ENGLISH AS A SECOND LANGUAGE

The Criterion Referenced English Syntax Test (CREST) was one of the instruments used to measure achievement in this area. The CREST was developed by the New York City Public Schools to assess mastery of instructional objectives of E.S.L. curricula at the high school level. There are four items for each objective and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25 and 15 on Level III.

A gain score was calculated by subtracting the pre-test mean score from the post-test mean and an index of objectives achieved per month was then computed. As the test's levels have not been vertically equated students must be pre- and post-tested on the same level. This results in a ceiling effect for those students who achieve high scores on the pre-test. In those cases where pre- and post-testings are on different levels no gain scores or objectives per month index may be computed. Information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

*Board of Education of the City of New York, Division of High Schools, 1978.

Program objectives in this area called for the acquisition of one CREST objective per month by E.S.L. students. The test was administered at the beginning and end of each term. Tables 8 to 12 present the test results by school for each semester. Test data were not available for all E.S.L. students: at Long Island City High School the CREST was administered to only a small number of students. For these students, passing rates in E.S.L. courses were provided and are presented in Tables 13 and 14. Additionally, some students were given the New York City Reading Test. There were an insufficient number of data reported to warrant an analysis.

Examination of CREST results reveals that at Julia Richman High School, CREST data were missing or incomplete for 40 students in the fall term and 20 students in the spring term. Students on CREST Levels I and II mastered an average of 1.7 objectives per month in the fall and an average of 1.09 objectives in the spring. Students tested at Level III mastered an average of close to 0.6 objectives per month in both semesters. Students at Julia Richman who were tested at Levels I and II acquired CREST objectives at a somewhat higher rate in the fall term than in the spring semester.

Table 9 presents the CREST results at Lower East Side Prep. Test data were unavailable or incomplete for 105 students in the first term and for approximately 45 students in the second term. Several students were pre- and post-tested on different levels, as presented in Table 10. From CREST results in Table 9, it may be seen that students on Levels I and II acquired an average of 1.7 objectives per month in the fall and an average of 1.47 objectives per month in the spring.

Students tested at Level III acquired an average of 1.15 objectives per month in the fall and an average of 0.76 objectives per month in the spring. With exception of students at Level II, CREST achievement slowed in the second semester: on Levels I and II spring pre-test averages were lower than fall pre-test averages. This suggests an influx of students who had not been exposed to the program previously.

Table 11 presents CREST results for Franklin D. Roosevelt High School. Data were incomplete or missing for approximately 25 students in both terms. All students were tested on Level III, as all E.S.L. students at this school were on the advanced E.S.L. level. These students acquired CREST objectives at an average rate of 0.59 per month and 0.33 per month for fall and spring, respectively. These results, however, are complicated by a "ceiling effect." Several students scored at the maximum on the fall pre-test and this number increased at the post-test. Thus a test-imposed ceiling limited the possible manifest gains. This process was more pronounced in the spring semester. These results, then, should not be considered indicative of true E.S.L. achievement at this program site.

Table 12 presents CREST results for the few students who were tested with the CREST at Long Island City High School. All students for whom CREST data were available were tested on Level I. Average gains per month were 1.59 objectives in the fall and 1.01 objectives in the spring. However, as with students at Franklin D. Roosevelt, a relatively large number of students scored at or near the maximum on the fall and spring pre-tests, thus limiting potential manifest gains.

Judging from CREST results for Julia Richman High School and Lower East Side Prep, the two Project BABS schools with relatively large multi-level CREST testing results, it may be concluded that program objectives in this area were met.

Most E.S.L. students at Long Island City High School were not tested with the CREST. For these students the program provided passing rates in E.S.L. courses. These are listed by grade and E.S.L. level in Tables 13 and 14. When examined for students of all grades, the results for the fall term are quite good; passing rates were high. Results for the spring semester were also good, with overall passing rates for beginning and intermediate E.S.L. courses dropping slightly from the first semester. The number of students for whom results were reported were similar for both semesters and the range of passing rates identical, from 76 percent to 100 percent. There were no program objectives concerning passing rates in the Project BABS evaluation design. Applying a generally used criterion of 70 percent passing as acceptable, it may be concluded that E.S.L. students at Long Island City High School performed quite well.

Tables 13 and 14 also present passing rates for "additional E.S.L. courses." These data represent passing rates in curriculum units emphasizing the use of English in business settings, as designed by Project BABS. However, no objectives were listed in the evaluation design for this program component. As above for Long Island City High School, a criterion of 70 percent passing was applied. As the passing rates for both semesters were very high for these courses, it may be concluded that the criterion was realized.

TABLE 8

Results of the Criterion Referenced English Syntax Test

(Program Students at Julia Richman High School, Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
Fall						
I	21	8.00	13.81	5.81	2.97	1.86
II	24	11.83	16.42	4.58	3.10	1.58
III	9	10.11	11.78	1.67	3.00	0.56
TOTAL	54	10.06	14.63	4.57	3.03	1.52
Spring						
I	28	10.04	13.64	3.61	3.21	1.18
II	24	14.25	17.17	2.92	3.11	0.99
III	21	10.95	12.67	1.71	2.99	0.58
TOTAL	73	11.68	14.52	2.84	3.11	0.94

*Post-test minus pre-test.

TABLE 9

Results of the Criterion Referenced English Syntax Test

(Program Students at Lower East Side Prep, Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	47	13.45	18.96	5.51	2.96	1.87
II	33	14.15	18.55	4.39	2.99	1.46
III	21	8.10	11.43	3.33	2.93	1.15
TOTAL	101	12.56	17.26	4.69	2.96	1.59
			Spring			
I	66	11.76	17.58	5.82	3.90	1.49
II	30	12.60	18.17	5.57	3.33	1.43
III	69	9.00	11.72	2.72	3.76	0.76
TOTAL	165	10.76	15.24	4.48	3.83	1.17

*Post-test minus pre-test.

TABLE 10

Results of the Criterion Referenced English Syntax Test

(Program Students at Lower East Side Prep, Pre- and Post-Tested on Different Test Levels)

Number of Students	Pre-Test Level	Average Number of Objectives Mastered	Post-Test Level	Average Number of Objectives Mastered
		Fall		
2	I	8	II	8
2	II	8	III	8
		Spring		
1	II	16	III	12

TABLE 11

Results of the Criterion Referenced English Syntax Test

(Program Students at Franklin D. Roosevelt High School,

Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
III	50	10.12	12.12	2.00	3.47	0.59
			Spring			
III	52	11.63	12.83	1.19	3.61	0.33

*Post-test minus pre-test.

TABLE 12

Results of the Criterion Referenced English Syntax Test

(Program Students at Long Island City High School,

Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	12	16.33	20.83	4.50	2.81	1.59
			Spring			
I	23	16.70	20.57	3.87	3.79	1.01

*Post-test minus pre-test.

TABLE 13

Number of Students Attending Courses and the Percent Passing Teacher-Made Examinations in English as a Second Language at Long Island City High School

Fall

E.S.L. Level	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Beginning	33	76	17	100	1	--	51	84
Intermediate	31	79	16	88	3	100	50	84
Advanced	10	90	12	100	6	83	28	93
Mainstream			19	95	25	100	44	98

Additional E.S.L. Courses

Level	Total N	Total % Passing
Beginning	26	88
Intermediate	21	95

TABLE 14

Number of Students Attending Courses and the Percent Passing Teacher-Made Examinations in English as a Second Language at Long Island City High School

Spring

E.S.L. Level	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Beginning	23	76	17	82	1	--	51	78
Intermediate	27	78	13	77	2	100	42	79
Advanced	14	86	17	100	7	100	38	95
Mainstream			19	100	24	100	43	100

Additional E.S.L. Courses

Level	Total N	Total % Passing
Beginning	28	82
Intermediate	34	94

IV. CONCLUSIONS AND RECOMMENDATIONS

A member of the evaluation team conducted interviews with Project BABS staff and contact persons at all four participating high schools, and participated in four meetings of school and project personnel. Program activities were observed at each school and students were interviewed as well. These interviews and observations reinforced the evaluation team's conclusion that the program is both successful and meeting a felt need.

STRENGTHS

Perhaps the program's greatest strength is the notable commitment and energy demonstrated by the staff, which has made considerable efforts to implement the program as proposed. The project staff members have established cooperative relationships with personnel in the participating schools, making efforts to integrate program activities with ongoing services in the schools. New materials and program activities have been well received, and considerable interest has been generated among students. The project staff members have also established a strong rapport with businesses and corporations in the New York City area which has made an impact on employment opportunities for program students.

WEAKNESSES

The program's principal difficulties stem from the fact that one of the curriculum specialists, funded to work full-time for the project, was reassigned to another unit. The program staff, therefore, added the activities and responsibilities of this position to their own heavily

burdened schedules, limiting the services available at each site. This, for example, contributed to the problems experienced in the implementation of the computerized reading program.

Project staff members noted that parental involvement was not high. The student internships, however, offer hope to strengthen this component since the parents' written approval must be obtained prior to student participation.

The number of students participating in the internships continued to fall below the program's objective in this area. It appeared that this might in part be due to programming conflicts which made student participation difficult.

Articulation between the sites was perceived to be a problem in facilitating the implementation and planning of services.

Implementation of the computer-scored reading program continued to be problematic, as software was not made available by the publisher as expected. In addition, staffing limitations did not permit the program to operate the computer as proposed.

RECOMMENDATIONS

In light of the above discussion, it is recommended that:

1) the program be staffed as funded, in a timely fashion;
2) the program continue to visit each school on at least a weekly basis, to maximize the opportunity for each student to benefit;
3) the program develop a plan by which the computer will be effectively utilized, including the availability of staff and software;

4) the program seek to implement the parental involvement component as proposed, seeking creative means for reaching parents and disseminating information to them. This should include a bilingual advisory council;

5) periodic articulation meetings be held to increase communication and coordination of the program between and within sites;

6) school staff and administrations make every effort to adjust students' schedules to facilitate their participation in the internship program;

7) since the curriculum has been fully developed, the project staff should devote some time to training teachers at the participating schools to ensure that the students will continue to receive proper guidance and counseling when the program ends.

V. APPENDICES

APPENDIX A

Project BABS: Professional Staff Characteristics

Function(s)	% Time for Each Function	Date Apptd.	Education (degrees)	Certif-ication	License(s)	Total Years Experience in Education	Years Experience: Bilingual	Years Experience: E.S.L.	Other Relevant Experience
Project Director	100	9/91	B.A. Ed., M.A. Ed. Adm. M.S. Ed., School Adm. & Sup., District Sup./ Adm.	NYC NYS	Pre K-6 & Music ESL Sch.Adm. & Sup. Dist. Adm/Sup., Prof. certificate	10	7	2 1/2	Teaching early childhood; marketing research with advertising firm
Curriculum Specialist	100	9/82	B.A. Ed., M.S. Bil. Ed.	NYC NYS	CB Sp, Early Childhood, Sp.	9	7 1/2	7 1/2	Summer Youth Program for 2 years
Job Developer	100	2/82	B.A. Spanish Literature	NYC	Sp. JHS	4	4	1	

APPENDIX B

Staff Development: Central Activities

Strategy	Description, Goals, or Titles	No. and Title of Staff Attending	Speaker or Presenter	Frequency or Number of Sessions	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Pre-service	Orientation sessions with school staff beginning of semester/Visited each school and met with each principal/Conducted orientation session with staff in Foreign Language Department	Asst. Principals - 4 Project Staff - 3 O.B.E. Staff - 2 (Center Director, Executive Asst.) O.E.E. Staff - 1 Visited schools and met with principals	Staff Project Staff	Twice Twice Each Semester			X X
Department Meetings	Weekly meetings with project staff to discuss program activities, plan school visits, and establish on-going staff training activities.	Project Director 1 Job Developer 1 Curriculum Specialist 1 Center Director 1 (occasionally)	Program Director or Guest Speakers	Weekly			X
Workshops	Technical Assistance	Teacher 1	Staff	As Needed			
Other:	Cosmetology Classes Career Awareness Classes at 4 schools.	Consultant and Staff 7 Teachers	Consultant from Mary Kay Cosmetics Project Staff	Once		X	 X

APPENDIX B

Staff Development Activities Outside School

Strategy	Description, Goals, or Titles	Sponsor/Location	Speaker or Presenter	People Attending	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Workshops Held Outside School	Job Prospects for Bilingual Students	Aspira / City College	Project Director	College Students			X
Conferences and Symposia	Hispanic Symposium	Teachers College, Sheraton Center	Corporation/Foundation Representatives	Over 100 Educators/ Corp. Reps.			X
	Career Guidance	BEVG / Commodity Exchange	1 World Trade Center	38 Guidance Coun./ Reps.			X
	Networking with Corporations	Catholic Org./Fordham Univ. Bilingual Services Center	Corp. Reps. and Principals	75 Educators/Corp. Reps.			X
	Computer Technology	Hunter College, Center for Math and Science	Corp. Reps./ Teachers	55 Educators/Corp. Reps.			X
Other	Career Assessment and Guidance	Professional Development Institute	Corp. Reps.	Private + Public Firm Personnel/ Higher Ed. Personnel		X	